

Grade Band 2–3 PLDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) listen to and occasionally participate in short conversations on familiar topics to respond to simple questions and some wh-questions • (1) use a very limited set of strategies to identify a few key words and phrases from read alouds & oral presentations • (6) with prompting and support, use a few frequently occurring words/phrases to identify a point a speaker makes • (5) with prompting and support, carry out a research project and gather info from provided sources and label info • (8) relying heavily on context, visual aids, and knowledge of morphology in their native language, 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversations and discussions on familiar topics and texts to take turns and respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify some key words and the main topic or message/lesson in read alouds & oral presentations • (6) with prompting and support, identify a reason a speaker gives to support the main point • (5) with prompting and support, carry out a research project and gather info from provided sources and record info in simple notes • (8) using context, visual aids, reference materials, and knowledge of 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and short discussions on familiar topics and texts to follow rules for discussion, ask questions to gain info/clarify, and respond to others' comments & contribute own comments • (1) use a developing set of strategies to determine the main topic or message and answer questions, retell some key details from read alouds & oral presentations • (6) tell how one or two reasons support the main point an author/speaker makes • (5) with prompting and support, carry out a research project, gather info from provided sources, and record info in simple notes 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on a variety of topics and texts to follow the rules for discussion, ask/answer questions, and build on others' ideas & contribute own ideas • (1) use an increasing range of strategies to determine the main idea or message, identify or answer some questions about key details that support the main idea/message, and retell a variety of stories from read alouds & oral presentations • (6) tell how one or two reasons support the main point an author/speaker makes • (5) with prompting and support, carry out a research project and gather info from multiple sources 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended conversations and discussions on a variety of topics and texts to follow the rules for discussion, ask/answer questions, build on others' ideas & express own ideas, and summarize key ideas • (1) use a wide range of strategies to determine the main ideas or message in presentations and tell how key details support the main ideas; retell a variety of stories from read alouds & oral presentations • (6) describe how reasons support the specific points an author/speaker makes • (5) with prompting and support, carry out a research project and gather info from multiple sources

recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions about familiar topics, experiences, or events	morphology in their native language, ask and answer questions about the meaning of some frequently occurring words, phrases, and expressions about familiar topics, experiences, or events	<ul style="list-style-type: none"> • using context, some visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of less-frequently occurring words and phrases, content specific words, and some idiomatic expressions about familiar topics, experiences, or events 	<ul style="list-style-type: none"> • (8) using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words & some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary about a variety of topics, experiences, or events 	<ul style="list-style-type: none"> • (8) using context, referencing materials and knowledge of morphology (root words, simple inflectional endings, & common prefixes), determine the meaning of less-frequently occurring words and phrases; some idiomatic expressions; and (at Grade 3) some general academic and content-specific vocabulary about a variety of topics, experiences, or events
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Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate occasionally in short conversations on familiar topics to respond to simple questions and some wh-questions • (1) use a very limited set of strategies to identify a few key words & phrases from read-alouds, simple written texts, and oral presentations 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversations, discussions, and written exchanges on familiar topics to take turns & respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify some key words & phrases and identify the main topic or message/lesson from 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short discussions and written exchanges on familiar topics, experiences, and texts to follow rules for discussion & ask questions; respond to others' comments and contribute own comments • (1) use a developing set of strategies to identify the main topic or message, answer 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations, discussions and written exchanges about a variety of topics, experiences, and texts to follow rules for discussion, ask & answer questions, and build on others' ideas and contribute own ideas • (1) use an increasing range of strategies; determine the main 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended discussions, conversations, and written exchanges about a variety of topics, experiences, and texts to follow rules for discussion, ask & answer questions, and build on others' ideas and express own ideas • (1) use a wide range of strategies to determine the main idea or

<ul style="list-style-type: none"> • (6) with prompting and support, use a few words to identify a point an author/speaker makes • (5) with prompting and support, carry out short research projects & gather info from provided sources; label info • (8) relying heavily on visual aids, context, and knowledge of morphology in native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts 	<p>read-alouds, simple written texts, and oral presentations</p> <ul style="list-style-type: none"> • (6) with prompting and support, identify a reason an author/speaker gives to support the main point • (5) with prompting and support, carry out short research projects, gather info from provided sources; record some simple notes • (8) using context, visual aids, and knowledge of morphology in his or her native language, ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in texts 	<p>questions, retell some key details from read-alouds, simple written texts, and oral presentations, stories/texts</p> <ul style="list-style-type: none"> • (6) tell how one or two reasons support the main point an author/speaker makes • (5) with prompting and support, carry out short research projects, gather info from provided sources; record some orderly notes • (8) using context, some visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in texts 	<p>idea/message and identify or answer questions about some key details that support the main idea/message; retell a variety of stories from read-alouds, written texts, and oral presentations</p> <ul style="list-style-type: none"> • (6) tell how one or two reasons support the specific points an author/speaker makes • (5) with prompting and support, carry out short research projects, gathering info from multiple sources • (8) using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in texts 	<p>message, tell how key details support main idea, and retell a variety of stories from read-alouds, written texts, and oral communications</p> <ul style="list-style-type: none"> • (6) describe how reasons support the specific points an author/speaker makes • (5) with prompting and support, carry out short research projects, gathering info from multiple sources • (8) using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes), determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in texts
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Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) with support, communicate simple information about familiar texts, topics, experiences, or events; (2) respond to simple yes/no questions and some wh- questions • (4) express an opinion about familiar topic • (5) with support, carry out short research project, gather info from provided sources, label info • (6) with support, identify a point that an author or speaker makes • (9) with support, use syntactically simple sentences with limited control using a narrow range of vocabulary and a small number of frequently occurring nouns and verbs • (7) recognize the meaning of some words 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with support, participate in short written exchange (3) on familiar topics, texts, experiences, (9) recount two events in sequence, (2) respond to simple yes/no questions and wh-questions • (4) express an opinion about a familiar topic or story • (5) with support, carry out short research project, gather info from provided sources and record some information • (6) with support, identify a reason an author/speaker gives to support a point • with support, produce (10) simple sentences with some newly learned vocabulary and use some frequently occurring collective nouns, verbs, adjectives, adverbs, conjunctions and linking words while showing an increasing awareness of informal 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with some support, participate in short written exchanges on familiar topics, texts, and experiences; include a few details; (3) recount a short sequence of events; (9) use common linking words to connect ideas; (2) answers questions about familiar topics and texts • (4) express an opinion and give one or more reasons for the opinion about a familiar topic or story • (5) with support, carry out a short research project, gather info from provided sources, record info/observations in orderly notes • (6) tell how one or two reasons support the main point an author/speaker makes • (10) with support, produce and expand simple and some compound sentences 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with increasing independent control, participate in written exchanges about a variety of texts, topics, and experiences; (9) recount a sequence of events (use temporal words); use linking words to connect ideas or events • (4) introduce a topic, present facts about topic, express opinion, and give several reasons for opinion • (5) with support, carry out short research project, gather info from multiple sources • (6) tell how one or two reasons support the specific points an author/speaker makes • (10) produce and expand simple and compound sentences (and at Grade 3 a few complex sentences), using an increasing range of vocabulary, including some collective nouns, past 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended written exchanges of information; express ideas about a variety of texts, topics and experiences; (9) recount a coherent sequence of events (using temporal words); (9) use linking words to connect ideas • (4) introduce a topic, present facts about topic, express opinions, give several reasons for opinion, and provide a concluding statement • (5) with support, carry out short research project, gather info from multiple sources • (6) describe how reasons support the specific points an author/speaker makes • (10) communicate in writing to produce and expand simple and some compound sentences (and at Grade 3 some complex sentences), using collective nouns,

	“playground” speech and classroom language	using increased vocabulary and using some collective nouns, some frequently occurring past tense irregular verbs, adjectives, adverbs, and conjunctions while comparing examples of formal and informal use of English	tense irregular verbs, and an increasing number of adjectives, adverbs, and conjunctions while adapting language to formal and informal contexts	common abstract nouns, past tense irregular verbs, and use common coordinating and subordinating conjunctions, adjectives, and adverbs while adapting language choices to formal and informal contexts; at Grade 3 use a wide variety of general and content-specific academic words in short written text
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Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) communicate simple information about familiar texts, topics, experiences, or events (2) to occasionally participate in short conversations, respond to simple yes/no and some wh- questions, and (4) express an opinion • (5) with support, carry out short research project, gather info, and label info • (6) identify a point an author/speaker makes 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate simple messages about familiar topics, experiences, events, or objects in the environment to participate in short conversations, discussions, and take turns • (3) deliver simple oral presentations; (2) respond to simple yes/no and wh- questions; (4) express an opinion; (9) with support, recount two events in a sequence 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about familiar texts, topics, experiences, or events to participate in short discussions, following rules for discussion, while responding to others and contributing own comments; (3) deliver short oral presentations; (2) ask questions to gain information or clarify; (4) express an opinion and give one or more reasons for the opinion; (9) with support, 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate variety of texts, topics, experiences, or events to participate in discussions/ conversations following rules for discussion, while building on the ideas of others and contributing own comments; (3) deliver short oral presentations including an introduction; (2) ask and answer questions; (4) express an opinion and give several reasons for 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about a variety of topics, texts, experiences, or events to participate in extended discussions/ conversations, following rules for discussion while building on comments of others along with expressing own ideas; (3) deliver oral presentations with descriptive details, an introduction, and a concluding statement; (2) ask and answer questions; (4) express

<ul style="list-style-type: none"> • (7) recognize the meaning of some words • (9) with support, use a narrow range of vocabulary (nouns and verbs) and syntactically simple sentences with limited control 	<ul style="list-style-type: none"> • (5) with support, carry out short research project, gather and record info • (6) with support, identify a reason an author/speaker gives to support the main point • (10) with support, produce simple sentences while using high frequency collective nouns, verbs, adjs., advs., conj., while demonstrating emerging control of some frequently used linking words; use some newly learned words; (7) show an increasing awareness of differences between “playground” language and classroom language 	<p>recount a short sequence of events</p> <ul style="list-style-type: none"> • (5) with support, carry out short research project, gather info record info • (6) tell how one or two reasons support the main point an author/speaker makes • (10) with support, produce and expand simple and some compound sentences using some collective nouns, verbs, adjs., advs., conj., and some past tense irregular verbs with an increasing number of academic & content specific words (at Grade 3), demonstrating developing control of common linking words; compare examples of the formal and informal use of English 	<p>the opinion; (9) recount a sequence of events using temporal words</p> <ul style="list-style-type: none"> • (5) with support, carry out short research project, gathering info from multiple sources • (6) tell how one or two reasons support the specific points an author/speaker makes • (10) produce and expand simple, compound, and (at Grade 3) a few complex sentences using collective nouns, verbs, adjs., advs., conj., past tense irregular verbs and linking words with a wider range of general academic & content-specific words (at Grade 3) adapting language choices to contexts 	<p>an opinion and give a reason for the opinion; (9) recount a coherent sequence of events using temporal words</p> <ul style="list-style-type: none"> • (5) with support, carry out short research project, gathering info from multiple sources • (6) describe how reasons support the specific points an author/speaker makes • (10) produce and expand simple, compound, and (at Grade 3) some complex sentences using collective nouns (including abstract), verbs, adjs., advs., conj., past tense irregular verbs, and temporal words & linking words with a wide range of general academic & content-specific words (at Grade 3) adapting language choices to contexts
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